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THE PSYCHOLOGICAL EVOLUTION AND CHALLENGES OF LEARNERS IN ENGLISH LESSONS

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Abstract

The psychological components of learning English are examined in this topic, along with how learners' cognitive capacities change over time and the difficulties they encounter. It explores how motivation, fear of making mistakes, language hurdles, cultural sensitivity, and communication skills affect learning. This study examines the psychological elements of learning a second language, with a particular emphasis on the difficulties and changes encountered by students taking English classes. It looks into the motivation, anxiety, beliefs, and learning techniques that are all part of the cognitive and affective processes that underpin language acquisition. After that, a qualitative investigation including interviews is presented. After that, a qualitative study that involved watching and interviewing students during English classes is presented. The study's conclusions shed light on how learners' psychological makeup changes over time, emphasizing how their drive, self-assurance, and linguistic abilities gradually improve. The article also lists the main obstacles that students face, including language anxiety, a lack of desire, and trouble comprehending intricate grammatical patterns.

Keywords: Psychological Evolution, Learners, English lessons, Cognitive development
Cultural awareness, Communication skills, Language barriers, Fear of mistakes, Motivation

This article adds to our understanding of the psychological dynamics and challenges that learners face in English training. It provides significant information for



educators, curriculum designers, and researchers that want to improve language learning experiences and learner results.

Have you ever wondered how personal psychology influences the learning process? As we approach a new era, it is critical that we understand both the problems and the benefits of this psychology. “For pupils everywhere, studying the English language is an essential part of their education. “Dörnyei (2005) emphasizes the importance of learners’ psychological characteristics, such as motivation, anxiety, and self-efficacy, in influencing their success in acquiring English as a second language.” Learners encounter numerous challenges and undergo significant psychological evolution as they engage with the complexities of the English language. This article sheds light on the variables influencing students’ learning experiences by examining the psychological growth and typical issues faced by English language learners. The psychological development and difficulties encountered by students taking English classes demonstrate the intricate interactions among language limitations, cultural sensitivity, communication skills, and frequent roadblocks such a lack of drive and fear of making mistakes.

Learning a new language requires cognitive development as students pick up vocabulary, syntax, and grammatical structures. By extending their emotional and cognitive capacities, positive emotions and imagination can improve language learning experiences for English language learners (MacIntyre & Gregersen, 2012). Students improve their verbal and cognitive capabilities as they interact with the English language. Cultural Awareness: Learning English frequently exposes students to a variety of cultures and viewpoints, which fosters emotional development and empathy. Comprehending cultural subtleties and diversity has the potential to expand learners’ perspectives and cultivate a feeling of global citizenship. Communication Skills: Emotional intelligence, social skills, and language competency are all necessary for effective communication in the English language. “Mercer and Ryan (2010) investigate how students view the contribution of innate ability to learning English.its effect on students’ performance and motivation in language classes.” Students’ interpersonal



and communication skills grow as they practice speaking, listening, and writing in English. Overcoming language obstacles can be quite difficult for non-native English speakers. Grammar mistakes, pronunciation issues, and a lack of vocabulary can all impede clear communication and self-assurance when speaking the language. dread of making errors In English classes, learners' confidence and motivation may be affected by their fear of making mistakes. Pupils may be reluctant to take chances when speaking or writing in English because they are self-conscious about their language abilities. Absence of Motivation: If students don't have a clear goal in mind for learning the language, they may find it difficult to stay engaged in English classes. external elements like scholastic pressure or restricted. External variables might impact students' involvement and achievement, such as lack of interest in the subject or pressure to perform well academically.

“Arnold (2011) delves into the significance of affective factors, such as emotions and attitudes, in language learning and suggests strategies for addressing learners' emotional challenges in English classes. “Developing a growth mindset might assist students in seeing obstacles as chances for personal development. In English classes, students' confidence and motivation can be increased by placing an emphasis on effort, perseverance, and development rather than perfection. Giving constructive criticism: Research investigate the influence of teacher motivational practices on students' motivation and their development of possible future selves in English language learning contexts. “Giving students constructive criticism and encouragement can help them become more self-assured and enhance their English language proficiency. uplifting. Giving students constructive criticism and encouragement can help them become more self-assured and enhance their English language proficiency. When emotion is used improperly, it sets off a chain reaction. When I worked as a practicum student at school, I wanted to present my own study. I was in school for thirty days teaching and learning various techniques. In the beginning, I only observed the surroundings and made an effort to understand the behavior of the students because it is crucial to the instruction and advancement of their English language learning



process. I conducted an extensive study on teaching youngsters ranging in age from three to seven years. In the kindergarten where I worked, there were around forty kids using new game-based learning equipment from Japan. Plays a significant effect on their psychological and emotional habits. However, I was eager to study the methods used by the teachers at school. Whether or not they take into account the effects of psychology intrigued me. After observing them for a week, I concluded that everything was alright because of the teacher's skill. But later, when I tried to teach the third grades using game practices. I was shocked by their poor reaction and lack of self-control. Perhaps you'll conclude that my choice of game was incorrect. How selecting the improper game for a 9-year-old youngster could be incorrect. They ought to be engaged in activities. I used a game called Dragon that I built. Students had to answer basic questions to be able to participate in the game, which was designed by schoolchildren. When their teacher cautioned them, they remained silent, shocking me. The second oddity—and the explanation for my query—involved first-graders. I was the lone student in that particular lesson. It is crucial to remember that first graders are seven or eight years old. Their feelings will fluctuate. One kid expressed his desire to respond to the question by shouting. The teacher explained his actions. The teacher's attitude made him feel afraid. Next, I discovered how to respond if someone tries to suppress a child's feelings from the very beginning of their education. Even though he is only fourteen years old, he is losing self-control in the classroom day by day. I was shocked after this trial since professors expect their students to sit like robots. Not This is false, because feeling is the initial stage for children in the process of learning. Students may experience anxiety and worry when learning English, especially if they lack confidence in their abilities or have had poor experiences with language acquisition in the past. This can result in avoidance behaviors like procrastinating on homework or missing classes. Students may also be unmotivated to study English, particularly if they do not see the language's relevance in their life. This can make it challenging for them to maintain focus and engagement in their studies. Students must learn new cognitive abilities, such as grammar, vocabulary, and pronunciation, when studying English.



Students who are not native English speakers may struggle with these skills. Students may also encounter difficulties due to cultural variances between their native language and English. For example, the differences in how politeness is presented between cultures might lead to misunderstandings. Teachers must be able to meet the many requirements of their pupils, including those with varying learning styles, cultural backgrounds, and degrees of motivation. This can be difficult, particularly in larger courses. Teachers must be able to push students to learn English, even if they are initially disinterested in the language. This can be accomplished by tailoring teachings to students' lives and giving opportunities for them to utilize the language in meaningful ways.

- Providing comments: Teachers must be able to provide constructive and encouraging feedback to students. This can be difficult, particularly when kids make errors. Teachers may also encounter resistance from pupils who are uninterested in learning English or have unfavorable attitudes toward the language. This might be stressful for teachers, but it is critical to maintain patience and support. Fostering a secure and impartial educational atmosphere can enable learners to embrace opportunities and gain knowledge from their errors.

Including Interesting Activities: In English classes, interactive and hands-on activities can increase students' motivation and level of participation. Including games, role-plays, and real-world situations can help learners enjoy and make sense of their English language education.

Learners' psychological development during English classes is a dynamic process that includes social, emotional, and cognitive growth. Teachers can establish a productive learning atmosphere that supports development and success in English language learning by addressing frequent problems and putting supportive tactics into practice. Giving students the tools they need to overcome challenges and accept the intricacies of the English language can result in improved. Learning English can help you become more self-conscious, aware of other cultures, and improve your communication abilities. The psychological development and obstacles faced by students in English language classes are critical to their performance in the classroom



and in learning the language. Students' learning experiences and results can be greatly impacted by a variety of factors, including motivation, anxiety, self-efficacy, emotions, beliefs, and instructional practices. For the purpose of fostering language development in a supportive and productive learning environment, it is imperative to comprehend and manage these psychological factors. In order to improve students' motivation, engagement, and general ability in the English language, educators and researchers should keep investigating and putting these ideas into practice. Through recognition and management of learners' psychological development and obstacles, teachers can more effectively assist their pupils in accomplishing their language learning objectives.

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THE USE OF AUTHENTIC MATERIALS TO ENHANCE READING SKILLS OF B1 LEVEL STUDENTS

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